

Texas A&M University- San Antonio
Department of Educator and Leadership Preparation
EDEC 3328 Foundations of Early Childhood Development

A. MAJOR COURSE DESCRIPTION/REQUIREMENT

Students will gain an understanding of the foundational theories and philosophies of early childhood.

B. LEARNING OBJECTIVES

At the end of this course, the student will be able to:

- SLO 1. Analyze, discuss and evaluate the foundational theories and philosophies of early childhood.
- SLO 2. Identify and articulate the historical underpinnings of constructivist and social constructivist theories.
- SLO 3. Compare and contrast the leading theories of childhood: Dewey, Montessori, Erikson, Piaget, Vygotsky, and Steiner.
- SLO 4. Develop skills in providing peer feedback through discussion posts.
- SLO 5. Provide meaningful feedback to peers on writing conventions (grammar, spelling, sentence, and paragraph construction).
- SLO 6. Describe how theories affect instructional decisions.

C. MAJOR ASSIGNMENTS

- Weekly Discussions
- Early Childhood Development Theories-Key Concepts Assignment
- Philosophy of Early Childhood Education

D. LECTURE OR DISCUSSION TOPICS

Dewey & Montessori, Erikson, Piaget, Vygotsky, Steiner, The High Scope Model & Reggio Emilia

E. REQUIRED OR RECOMMENDED READINGS

- Mooney, C. G. (2013). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky. (2nd Ed).* Redleaf Press.

Other required readings as assigned on Blackboard.

F. NAEYC STANDARDS: KEY ELEMENTS

STANDARD 1 Child Development and Learning in Context

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence based decisions that support each child.

STANDARD 2 Family–Teacher Partnerships and Community Connections

- 2a: Know about, understand, and value the diversity of families.
- 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

STANDARD 3 Child Observation, Documentation, and Assessment

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

STANDARD 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6 Professionalism as an Early Childhood Educator

- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.